Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School:

North

Lewis Carroll Elementary School

Area:

Principal:

Dr. Ronald Bobay

Area Superintendent:

Pennie Wade

SAC Chairperson:

Joyce Clark

Superintendent: Dr. Brian Binggeli

Mission Statement:

The mission of Lewis Carroll Elementary School is to create an environment where strong, positive relationships are fostered with students, parents, and colleagues. Teachers are passionate about learning, teaching, and bringing out the best in children. Students take an active role in their learning. At Lewis Carroll Elementary, we strive to continually improve our teaching skills and academic focus through working collaboratively. This year, we agreed as a faculty, to raise our school grade points by 8% from 589 points to 636 .

Vision Statement:

The mission of Lewis Carroll Elementary School is to create a brain-compatible environment where students can achieve their personal best both academically and socially. Parent and community involvement are critical to the education of each child. Teachers facilitate learning by creating a nurturing environment and providing a diversity of experiences that are assessed in equally diverse ways. Students take responsibility for their behavior and learning; their personal best is defined by LIFESKILLS. By achieving academic and personal excellence, students can become contributing members of the community.

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RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

After examining our FCAT scores during pre-planning, we noticed that math, reading, writing, and science scores were above the state and district levels. The primary concern we had was due to the change in FCAT cut scores. Our school grade dropped by 52 points compared to the 2011 results. This is an eight percent drop in school grade points. Reading seemed to be the biggest drop from 92% proficiency in 2011 to 77% in 2012. The staff decided to use this new baseline data to goal-set and plan for this year.

During pre-planning, the leadership team shared the research from Dr. Max Thompson. Teacher's expressed their concern that higher order questioning is a need of focus for our school.

Analysis of Current Practice: *(How do we currently conduct business?)*

Grade level teams, the Response to Intervention team, and the Activity Teacher team meet weekly to review student achievement across the curriculum. Last year, PLCs focused on tracking student progress in addition to the implementation of the performance appraisal system, whereas the current focus is shifting to a more laser-precise concentration on curriculum, Common Core State Standards, and developing lesson plans focusing on higher order questions.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

According to Dr. Max Thompson, Project Director of the Learning-Focused Schools Model and guest presenter at Brevard Public School's Charge Session for Administrators, exemplary schools employ research- and evidence-based practices such as summarizing, vocabulary in context, non-verbal representations, and extended thinking strategies. Implementing these practices have proven to move schools to exemplary status. In reviewing qualitative and quantitative data, including FCAT results and a variety of performance surveys, we have determined that in order to impact student achievement, teachers and students will use higher order questioning techniques to move our school from good to great. Higher order questioning strategies have shown to have the highest impact on creating exemplary schools.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Increase effectiveness of school-wide instruction by collaboratively creating lesson plans which include higher order questions across all content areas. Lesson plans will reflect the standard(s) being addressed, a plan for monitoring and measuring standard mastery, essential questions, and what we want students to know and do.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	*Action Steps*	*Person Responsible*	*Timetable*	*Budget*	*In-Process Measure*
1.focused time for collaboration and planning	1.Create a calendar for curriculum planning	Principal	Pre-planning/ Weekly team meetings	$0	Calendar
	2.Create task assignments at PLCs	Administration/ Teachers	Weekly	$0	Agenda
	3. Set curriculum goals set for future meetings	Administration/ Teachers	Weekly	$0	PLC agendas
	4.Identify curriculum area leaders	Assistant Principal	Pre-planning/ Weekly	$0	Lesson plans/ meeting notes
	5.Develop a lesson plan template guide	Principal	Pre-planning/ weekly	$0	Marked transition between traditional lesson planning
	6.Gather faculty input with regard to collaboration	Teachers	Pre-planning	$0	Notes from faculty meeting
	7.Review student data to track progression of targeted students	Grade level team	Weekly	$0	Data boards
	8. Survey teachers regarding implementation of higher order questions	Assistant Principal	May, 2013	$0	Survey results

	9. Survey students regarding implementation of higher order questions	Teachers	May, 2013	$0	Survey results

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

The results of a survey of taken by teachers during pre-planning indicated that higher order questioning was the area teachers felt they needed most professional development in order to improve student achievement. At the conclusion of this year, 100% of teachers will consistently embed higher order questions within their lessons. Teachers will be observed incorporating higher order questions in their daily practices. In a survey at the conclusion of the year, 80% of teachers will indicate that they have implemented higher order questions more frequently throughout their lessons.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

In order to determine and track student achievement quantitatively, FCAT results are disaggregated by subject, grade and cell to look for trends, strengths, and gaps. Qualitatively, students complete inventories and surveys throughout the year in order to monitor how they feel they are learning and to set learning goals for themselves. By implementing higher order questions throughout the lessons, the students will score eight percent more points earned toward their school grade calculation.

Eighty-five percent of students will report that their teachers' use of higher order questions improved their depth of knowledge across curriculum areas.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. **Increase the level of students making learning gains through the implementation of higher order questions.**	**2012 Current Level of Performance** (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	**2013 Expected Level of Performance** (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): **1.** Among the barriers we anticipate in reaching our goal are new students to our school, not enough exceptional education resources, time, and the use of multi-age classrooms.		
Strategy(s): 1. Develop curriculum collaboratively through planning for the use of higher order questioning including vocabulary in context and written summarization.		

FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **1.** Among the barriers we anticipate in reaching our goal are new students to our school, not enough exceptional education resources, time, and the use of multi-age classrooms. **Strategy(s):** 1. Develop curriculum collaboratively through planning for the use of higher order questioning including vocabulary in context and written summarization.	29%=125	33%=144
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s):** **Strategy(s):** **1.**	0%	0%
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s):** **1.** Among the barriers we anticipate in reaching our goal are new students to our school, not enough exceptional education resources, time, and the use of multi-age classrooms. **Strategy(s):** 1. Develop curriculum collaboratively through planning for the use of higher order questioning including vocabulary in context and written summarization.	47%=205	51%=223
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s):** **Strategy(s):** **1.**	100% = 1	100% = 1
Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s):** **Strategy(s):** **1.**	NA No previous data	NA No previous data

FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading **Barrier(s):** **1.** Among the barriers we anticipate in reaching our goal are new students to our school, not enough exceptional education resources, time, and the use of multi-age classrooms. **Strategy(s):** 1. Develop curriculum collaboratively through planning for the use of higher order questioning including vocabulary in context and written summarization. **Florida Alternate Assessment:** Percentage of students in Lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** **1.**	63% = 231	65% = 239
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**	81%	83%
Student subgroups by ethnicity NOT making satisfactory progress in reading :	Enter numerical data for current level of performance	Enter numerical data for expected level of performance
White:	22%=78	26%=94
Black:	20%=2	24%=3
Hispanic:	24%=19	20%=16
Asian:	0%=0	0%=0
American Indian:	NA	NA
English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):**	0%	0%

Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s):** **1.** Among the barriers we anticipate in reaching our goal are new students to our school, not enough exceptional education resources, time, and the use of multi-age classrooms. **Strategy(s):** 1. Develop curriculum collaboratively through planning for the use of higher order questioning including vocabulary in context and written summarization.	36%=34	32%=30
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s):** **1.** Among the barriers we anticipate in reaching our goal are new students to our school, not enough exceptional education resources, time, and the use of multi-age classrooms. **Strategy(s):** 1. Develop curriculum collaboratively through planning for the use of higher order questioning including vocabulary in context and written summarization.	34%=46	30%=41

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Implement Dr. Max Thompson strategies	• Pre-planning • Weekly team meetings	• Walk-throughs • Peer coaching • PLC exit slips
October 2012 Professional Day including break-out sessions for "Hot Topics" and targeting PGP goals	• 10/12/12 • Year-long	• PDD exit slips • Walk-throughs • Peer coaching • Development of PGP goals
Faculty meetings devoted to Common Core State Standards transition	• Monthly	• Agendas • Walk-throughs

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in **Listening/ Speaking:** 50%	NA		
2012 Current Percent of Students Proficient in **Reading:** 50%	NA		
2012 Current Percent of Students Proficient in **Writing**: 50%	NA		

Mathematics Goal(s): **1.Increase the level of students making learning gains through the implementation of higher order questions.**	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Anticipated Barrier(s): 1. **1.** Among the barriers we anticipate in reaching our goal are new students to our school, not enough exceptional education resources, time, and the use of multi-age classrooms.		
Strategy(s): 1. Develop curriculum collaboratively through planning for the use of higher order questioning and hands-on activities.		

FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **1.** Among the barriers we anticipate in reaching our goal are new students to our school, not enough exceptional education resources, time, and the use of multi-age classrooms. **Strategy(s):** 1. Develop curriculum collaboratively through planning for the use of higher order questioning and hands-on activities.	31%=134	35%=153
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** **Strategy(s):** **1.**	NA	NA
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics **Barrier(s):** **1.** Among the barriers we anticipate in reaching our goal are new students to our school, not enough exceptional education resources, time, and the use of multi-age classrooms. **Strategy(s):** 1. Develop curriculum collaboratively through planning for the use of higher order questioning and hands-on activities.	47%=208	51%=223
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s):** **Strategy(s):** **1.**	100%=1	100%=1
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics **Barrier(s):** **Strategy(s):** **1.**	NA	NA

FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s):** **1.** Among the barriers we anticipate in reaching our goal are new students to our school, not enough exceptional education resources, time, and the use of multi-age classrooms. **Strategy(s):** 1. Develop curriculum collaboratively through planning for the use of higher order questioning and hands-on activities.	70%=307	74%=324
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** **1.**	NA	NA
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**	80%	82%
Student subgroups by ethnicity NOT making satisfactory progress in math: White: Black: Hispanic: Asian: American Indian:	20%=16 70%=56 18%=14 NA NA	16%=13 66%=53 14%=11 NA NA
English Language Learners (ELL) not making satisfactory progress in Mathematics	NA	NA
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	11%=10	7%=7
Economically Disadvantaged Students not making satisfactory progress in Mathematics	17%=23	13%=17

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Implement Dr. Max Thompson strategies	• Pre-planning • Weekly team meetings	• Walk-throughs • Peer coaching • PLC exit slips
October 2012 Professional Day including break-out sessions for "Hot Topics" and targeting PGP goals	• 10/12/12 • Year-long	• PDD exit slips • Walk-throughs • Peer coaching • Development of PGP goals
Faculty meetings devoted to Common Core State Standards transition	• Monthly	• Agendas • Walk-throughs

Writing **Increase the level of students making learning gains through the implementation of higher order questions.**	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Barrier(s): **1.** Among the barriers we anticipate in reaching our goal are new students to our school, not enough exceptional education resources, time, and the use of multi-age classrooms. **Strategy(s):** 1. Develop curriculum collaboratively through planning for the use of higher order questioning including vocabulary in context and written summarization.		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	88%=91	92%=95
Florida Alternate Assessment: Students scoring at 4 or higher in writing	NA	NA

Science Goal(s) (Elementary and Middle) **1. Increase the level of students making learning gains through the implementation of higher order questions.**	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): 1. Among the barriers we anticipate in reaching our goal are new students to our school, not enough exceptional education resources, time, and the use of multi-age classrooms. **Strategy(s):** 1. Develop curriculum collaboratively through planning for the use of higher order questioning including vocabulary in context,, hands-on activities and written summarization.		

FCAT 2.0 Students scoring at Achievement level 3 in Science**:**	42%=46	46%=51
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	NA	NA
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:	NA	NA
Florida Alternate Assessment: Students scoring at or above Level 7 in Science	NA	NA

Science Goal(s) (High School) **1.**	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Barrier(s): **Strategy(s):** **1.**		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
Florida Alternate Assessment: Students scoring at or above Level 7 in Science		

Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:** **Asian:** **American Indian**:		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance	2013 Expected Level of

	(Enter percentage information and the number of students that percentage reflects)	Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Algebra**:**		
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal	2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Geometry**:**		
Students scoring at or above Achievement Levels 4 and 5 in Geometry:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

Biology EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology**:**		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

Civics EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Civics**:**		

Students scoring at or above Achievement Levels 4 and 5 in Civics:		

U.S. History EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in U. S. History**:**		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/ Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2:**			

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2:**			

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2**:			

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1.		
2.		
3.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

Lewis Carroll's MTSS Leadership team includes the Principal, Assistant Principal, School Counselor, School Psychologist, Behavior Analyst, Classroom Teacher, SLP, OT, and Staffing Specialists. The team meets on a weekly basis to review the needs of identified students. A major focus of the RtI team is to implement interventions which help students be successful. Of the 100 students who were referred to the RtI team last year, 27% were eligible for further testing. The goal for this year is to decrease the number of students eligible for a further testing by 2%, which will show that interventions are successful. Meetings include reviewing student data and planning strategies which best address the needs of each student.

PARENT INVOLVEMENT:
Lewis Carroll's parent volunteers accrued over 26,000 hours during the 2011-12 school year. Volunteers access VIPS in the Front Office and our Volunteer Coordinator tracks the hours. As a Dr. William Glasser school, it is our belief that building relationships is crucial to the success of children, and our high amount of volunteerism directly correlates with our student achievement. Our goal for the 2012-13 year is to increase parent volunteer hours by 5%.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)
In 2011-12, Lewis Carroll's attendance rate was 95.7%. Lewis Carroll teachers are invested in their students and as such, if absences become a concern, parents are contacted. In few extreme cases, the Assistant Principal notifies the Resource Teacher for Attendance and a home visit is made. In such cases where a student has exceeded the nine allowable days per semester, attendance waiver packets are issued, completed by the parent, and reviewed by the IPST in order to ensure that students meet the compulsory attendance requirements and state standards.

SUSPENSION:
Lewis Carroll enjoys a less than 5% suspension rate. Suspensions derived from zero tolerance issues such as fighting. One student was sent to the ALC for possession of a prohibited substance.

DROP-OUT (High Schools only):
NA

POSTSECONDARY READINESS: (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)
NA